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ABSTRACT

ERIC abstracts on the influence of politics and power structure on education are compiled that were announced in RIE through September 1969. The key terms used to compile this collection are "political power," "power structure," and "political influences." The following information is presented for each document: Author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price and availability, and abstract. A subject index is cross-referenced with the document listing. Thirty-one citations are listed. (MK)

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ERIC Abstracts on:

Politics and Power Structure: Influence on Education

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ERIC ABSTRACTS:

A Collection of ERIC Document Resumes on

POLITICS AND POWER STRUCTURE: INFLUENCE ON EDUCATION

Compiled by

the

ERIC Clearinghouse on
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University of Oregon
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October 1969

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PREFACE

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Philip K. Piele
Director

INTRODUCTION

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1. Anello, Michael. A study of the problems of Italian universities and current plans for inducing change. Final report. Chestnut Hill, Massachusetts: Boston College, November 1968. 59p. ED 026 030 MF $0.50 HC $3.05.

An outmoded university system, geared along aristocratic lines, causes growing unrest among university rectors, faculty, industrial and business leaders, and students. The Italian university provides training in law, economics, commerce, and philosophy within a rigid structure which permits entrance only to a select few, yet Italy's expanding economic and technological development requires about 100,000 people trained in scientific and technological fields. Concerned government and education officials are attempting to implement changes that will relate the university to modern society but several factors impede meaningful university reform. Major problems inhibiting change include an unstable political system, traditionalist professors who fear the loss of prestige and political influence attached to their positions, the lack of autonomy of the universities (their functions are determined by law), the concentration of higher education institutions in Northern Italy only, a shortage of professors, and a growing student protest movement. Italy's 1959 10-year development plan provided for funds that would facilitate educational reform. Since that time several revisions and extensions have been made by several governments, but the original bill has yet to be passed by parliament. The student movement is making some impact with protests strengthened by a growing political power, but many problems remain. The report offers recommendations for additional study and research.

2. Barakat, Halim Isber. Alienation from the school system--its dynamics and structure. (Doctoral dissertation, University of Michigan.) 1966. 129p. ED 014 815 MF $0.75 HC $6.55. (Also available from University Microfilms, Ann Arbor, Michigan 48103, no. 66-14, 483 for $3.00 MF, $6.40 xerography.)

Teacher alienation from the school system is viewed as a three-stage process: (1) Alienation at the social and normative structure levels, (2) alienation as an attitudinal tendency, and (3) alienation as reflected in behavior. Response data were analyzed from a self-administered questionnaire distributed to all teachers in three senior high schools, three junior high schools, and three elementary schools (total sample size, 237 teachers). Findings generally supported 43 minor hypotheses and confirmed the study's two major hypotheses that system states of both overcontrol and undercontrol result in alienation. On the attitudinal and behavioral level, it was found that feelings of alienation from the school system are reflected in teacher performance. Column percentages

and Chi square correlations are tabulated for 53 independent variables, relating teacher alienation to various components of the school system, including the school board, teacher peers, principals, the community, communication patterns, school size, staff cohesiveness, teaching practice, and educational objectives.

3. Berube, Maurice R. Teachers and the urban school crisis. New York: League for Industrial Democracy/United Federation of Teachers, AFL/CIO, 1966. 9p. ED 023 734 MF $0.25 HC $0.55.

The unionization of teachers has had consequences beyond traditional trade union objectives and now encompasses educational and sociopolitical goals. The American Federation of Teachers and the United Federation of Teachers of New York have used their organized power to influence school administration policies, to better the educational environment through improved teaching conditions, and to develop programs which attempt to arrest the deteriorating educational situation in urban schools. Organized teachers have also been involved as a pressure group in antipoverty efforts and the civil rights movement.

4. Blake, Robert R., and Mouton, Jane S. The Managerial Grid; key orientations for achieving production through people. January 1968. 351p. ED 023 049. Not available from EDRS. (Available from Gulf Publishing Company, Box 2608, Houston, Texas 77001).

The Managerial Grid arranges a concern for production on the horizontal axis and a concern for people on the vertical axis of a coordinate system: 1, 1 shows minimum concern for production and people; 9, 1 shows major production emphasis and minimum human considerations; 1, 9 shows maximum concern for friendly working conditions and minimum production emphasis; 5, 5 shows adequate production and satisfactory morale; and 9, 9 shows major concern for people and production. Most American managers are 5, 5, but the ideal, the 9, 9 management, encourages teamwork and mutual respect, learns from mistakes, has a sense of directed commitment, and does not use facades. A study of 716 members of one organization showed that career accomplishment is consistently related to managerial style; the greater a career accomplishment, the more likely that the approach is 9, 9 and 9, 1. To approach a 9, 9 goal, a long term effort should be made with Managerial Grid Laboratory-Seminar training, team development, horizontal and vertical organizational relationships, organizational improvement goals, goal attainment and stabilization. An experiment now in its fifth year in an industrial plant of 2, 400 implemented these suggestions and made considerable tangible and intangible gains. (Extensive references are included.)

5. Carnegie Institute of Technology, Comparative political systems, a book of readings for inductive teaching. Pittsburgh: Carnegie Institute of Technology, 1964. 499p. ED 010 317 MF $2.00 HC $25.05.

   This course was developed as part of an integrated and sequential high school social studies curriculum for able students (upper 25 percent). The course consists of nine units of study, each unit containing a brief statement of a political issue and several readings on that issue. Some issues covered are (1) political systems of primitive societies, (2) attributes of American and Soviet political leaders, (3) gaining and maintaining political support in Russia (U.S.S.R.) and in America, (5) decision-making, and (6) role of the individual citizen. The course differs from the usual civics course in (1) subject coverage, (2) class meetings, (3) type of reading material, (4) supplementary activities, (5) use of new technology, (6) approach to teaching, and (7) examinations. The course is designed to precede "Comparative Economic Systems" (ED 010 316), the second course in the development of a 4-year sequence. A teacher's manual is included.

6. Clear, Delbert K. Authority of position and authority of knowledge: Factors influencing teacher decisions. Paper presented at the annual meeting of the American Educational Research Association--Los Angeles, California, Feburary, 1969. 11p. ED 029 520 MF $0.25 HC $0.65.

   To test the influence of principals, subject matter experts, and department chairmen upon teacher decisions, an experiment was conducted with secondary school social studies teachers, principals, and department chairmen as participants. While the results of the experiment were uniformly insignificant, respondents generally concurred that the principal has little influence over teacher decisions. Teacher respondents consistently indicated influence of their teacher colleagues as greater than that of their principals (authority of position) or department chairmen (authority of knowledge).

7. Colton, David L. State power and local decision-making in education. Paper presented at the annual meeting of the American Educational Research Association--Los Angeles, February 8, 1969. 8p. ED 028 526 MF $0.25 HC $0.50.

   Based upon a case study of over 20 demonstration centers created by the Illinois Department of Education during the period 1963-65, a conceptual scheme was developed for the analysis of State control in education. The case study defined 10 State policies, examined State implementation efforts, and identified instances of State action affecting local decisions. Devices utilized by the State to influence local decisions included guidelines, contracts, consultants, training programs, conferences, and

reports. A survey of over 60 local personnel, the State staff, and State records indicated widespread compliance with State policy. Content analysis of interviewee responses confirmed that State control can be viewed in terms of the French-Raven influence model according to five types of power: Reward, coercive, legitimate, referent, and expert. Seven conditions were identified as related to the use of State power resources in control relationships: (1) Developmental factors within the overall program, (2) the substantive character of the decision, (3) personality factors, (4) availability of power resources, (5) time and space constraints, (6) the suitability of various types of power to individual schools, and (7) feedback about the effects of previous applications of power.

8. Corson, John J. From authority to leadership. Paper presented at conference of National Association of State Universities and Land Grant Colleges--Washington, D.C., November 11, 1968. 20p. ED 024 336 MF $0.25 HC $1.10.

Colleges and universities are experiencing the consequences of the technological, urbanization, and human rights revolutions that have plagued American society during the 1960's. Enrollments have increased and new emphasis has been placed on reorientation of curricula, teaching practices, specialization, and admission requirements. The university's size, function, and relation to its environment has been considerably transformed; however, to meet modern societal needs, it must also alter the traditional management of its affairs. Obstacles to this change include the lack of communication between professors of different disciplines, the power of departments and boards in decision-making, presidents who lack administrative abilities, the struggle to remain autonomous, and the inability to deal with student needs. The authority to decide on this change rests only with the president, yet the character of his position almost precludes his taking charge. He must, therefore, redistribute this authority among faculty members, trustees, students, alumni, coordinating boards, and himself in order to administrate university affairs more effectively.

9. Crain, Robert L. Educational decision making and the distribution of influence in cities. Paper presented at American Political Science Association Meetings--New York City, September 1966. 26p. ED 025 023 MF $0.25 HC $1.40.

A study determined the extent of influence members of a city's business elite have on civil rights policy of the city's school system. The National Opinion Research Center interviewed the school superintendent, school board members, civil rights leaders, other political leaders, and members of the business elite in eight large cities. The study

found that decisions on civil rights policy made by school board members were not directly influenced by outside civic or political elites but were based on the board members' personal attitudes. However, school board composition was found to be determined by the overall influence of the cities' civic elites and the strength of political parties. Civic elites are described not as comprising a heirarchical power structure but as a diffuse "class" having a common set of values. Although conflict between civic elites and political parties exists in each of the cities, civic elites have more influence over the selection of board members in those cities having strong political parties. The most important reason for this paradox is that a strong party serves as a barrier to prevent the leadership from being heavily influenced by public opinion.

10. Dye, Thomas R. Policy outcomes in public education. 19p. ED 011 684 MF $0.25 HC $2.55.

The author's position was that economic development variables (level of urbanization, industrialization, income, and education) are more closely correlated to educational policy outcomes (educational expenditures, State efforts in education organizing and financing public schools, status of teachers, and number of dropouts and selective service mental failures) than are political system variables (partisan character, party competition, political participation, and malapportionment of the States). Data from 50 States were subjected to simple, partial, and multiple regression analysis to assess the effect of the variables on educational policy outcomes. Simple correlation coefficients computed for all relationships between economic and political variables and educational policy outcomes indicated that economic development is directly related to educational outcomes. No meaningful simple correlations exists, however, between particular political variables and educational policy outcomes. Multiple correlations analysis, correlating all economic and political variables and educational outcomes simultaneously, explains most variation among the 50 States in important policy outcomes. Through the use of multiple-partial correlation, a comparison of the individual effects of economic and political variables can be made. The data illustrate that economic development variables are more influential than political system variables in shaping policy outcomes.

11. Eye, Glen G. The influences and controls over local school systems. Address presented at the American Association of School Administrators Drive-In Conference--Louisville, Kentucky, April 30, 1967. 22p. ED 011 706 MF $0.25 HC $1.20.

The definition of school administration as the selection, assignment, stimulation, guidance, and evaluation of human effort toward the development of human qualities is used as a functional definition for identifying and clarifying the influences and controls over local school systems. If influence refers to the power of producing effects by invisible or insensible means, and if control refers to the exercise of restraint or direction over something, then consideration can be focused upon two levels of influence and control within the school system. The first, formal influences and controls, originates with the judicial, legislative, and executive agencies of the Federal, State, and local governments. The second level of focus involves the informal influences and controls, originating from the forces, agencies, and interactions of the total social environment. This level of influence and control is a result of the environmental factors indigenous to a particular school system. School boards and superintendents should be aware of such forces in order to adopt procedures to deal objectively with the total field of forces influencing educational decisions. To realize such procedures, a matrix for planning an administrative attack is proposed in order that the superintendent might objectively deal with the selection, assignment, stimulation, guidance, and evaluation of ideas, people, places, and things.

12. Glenny, Lyman A. Politics and current patterns in coordinating higher education. Paper presented at Eighth Annual College Self-Study Institute, University of California, Berkeley--July 11-14, 1966, "Campus and Capitol." 32p. ED 026 942 MF $0.25 HC $1.70.

    One of the most influential factors leading to the strengthening of the States' role in higher education is the coordinating agency which acts in liaison between both the State and national capitols and universities. The States continue to experiment with three types of coordinating systems: The voluntary council consisting of public college and university presidents and board members; the single governing-coordinating board for all State supported institutions of higher learning; and (most prevalent) a board, composed of citizens who do not directly administer any public instruction, that is superimposed over the governing boards of individual institutions or systems. The movement toward creation of coordinating boards of citizen members having substantial powers has been accelerated because (1) the agencies are exercising greater political leadership in formulating and advocating policies for developing and expanding higher education, (2) more and more Federal grant programs are being oriented toward States rather than institutions, and (3) private institutions are becoming more involved in public policy making and coordination for all colleges and universities. Despite the attendant risks to the coordinating agency or individual members, the agency must seek a position of political leadership in order to promote the long-range interests of higher education. An annotated bibliography is included.

13. Goodman, Paul. The universal trap. 1966. 9p. ED 023 711 MF $0.25 HC $0.55.

The compulsory system of education is criticized on the grounds that it has become a regimented "universal trap" antithetical to democracy. In contrast to the Jeffersonian concept of education in the service of citizen initiative for the preservation of freedom, current compulsory education is a tool of industrialism and of a rigidly stratified society. The schools do not even reflect middle-class values. Their significant strengths are, in fact, petty-bourgeois. When poor youth are confined in a situation which is useless and damaging to them, they drop out, either actually or behaviorally, a response which could be termed life-preservative. The sterility of traditional education and the conformity it demands are also questioned. Possible alternatives are having no school at all for a few selected classes, conducting school work in the community rather than in the school building, using community adults as "teachers", and establishing a policy of voluntary attendance. Other suggestions include decentralizing the urban school into small units, using store-fronts as classrooms, and sending urban children to farms for a few months, thus helping perhaps to stimulate a new kind of rural life.

14. Havighurst, Robert J. Social change and the community college. The North Central Association Quarterly, v. 41, n. 3 (Winter 1967). 8p. ED 015 755 MF $0.25 HC $0.50.

Education today influences and is influenced by five social processes: (1) Contraction of space and time, bringing all parts of the world closer together; (2) technological development and change in the labor force from production of goods to the distribution and consumption of goods; (3) urbanization and metropolitan development, causing deterioration of the central cities and growth of the suburbs; (4) world interdependence and cooperation, both political and economic, with the consequent diminution of the white nations' power; and (5) social integration and mobility of people with diverse economic, national, racial, and political backgrounds. The junior college must adapt itself to all of these conditions by providing a great variety of curricula (vocational, technical, and academic) for an enrollment expected to double in the next 5 years.

15. Hickcox, Edward S. Power structures, school boards, and administrative style. Paper presented at the annual meeting of the American Educational Research Association--New York City, February 17, 1967. 28p. ED 012 510 MF $0.25 HC $1.50.

Power structures in different communities vary; the makeup of school boards and style of superintendents in any community can be viewed as a reflection

of these different power relationships. A community may be characterized by (1) a dominated power structure, dominated school board makeup, and servant superintendent style; (2) a factional power structure, factional school board, and political-manipulation superintendent style; (3) a pluralistic power structure, status-congruent school board, and professional-advisor superintendent style; or (4) an inert power structure, sanctioning school board, and decision-maker superintendent style. Nineteen school districts in New York, and two each in Connecticut, New Jersey, and Pennsylvania, were selected in which separate interview schedules were administered to superintendents, board members, and community influentials to secure information according to the above classifications. The findings revealed that two types of relationships could be identified between communities, school boards, and superintendents. First, in 11 instances, administrative style was found to be related both to the board makeup and to the community power structure. Second, in seven instances, administrative style was found to be related only to board makeup, or the community power structure and board makeup were consonant but were at variance with administrative style.

16. Kimbrough, Ralph B. Community power systems and strategies for educational change. Paper presented at the Planned Curriculum for Youth 1966 Conference--Columbia University, New York City, July 8, 1966. 30p. ED 025 551 MF $0.25 HC $1.60.

    It is the responsibility of educators to initiate and exert leadership in developing an adaptive system to promote educational change. It is essential that educators be concerned with the total development of an adaptive system in the community, cooperating with other group leaders outside of education, and note feasible educational changes within an existing system. In the past educators have primarily used persuasive techniques to promote educational change, which though often not effective can become useful parts of planned strategies. After the goals of change are clearly defined, priorities can be assigned to political strategies. The superintendent of schools holds a powerful public position which he can use to influence change. The time taken by the superintendent to talk to influentials in the community could be a critical factor in the acceptance of school projects in the district. Impact, especially in open power systems, can be produced by a cohesive group of teachers combined with effective political leadership.

17. Levich, Martin. What is the impact of the social revolution on humanistic studies? Paper presented at 55th annual meeting of the Association of American Colleges--Pittsburgh, January 15, 1969. 6p. ED 026 958 MF $0.25 HC $0.40.

One trait of the ideology of relevance is "external justification," which requires that curricula and courses be justified through their contributions to the amelioration or elimination of social or political evil. Another trait is "tactical redescription," which redefines some fundamental qualities of education as being of positive disvalue. Humanistic studies (history, philosophy, literature, and the fine arts) are special targets and victims of the ideology of relevance. They have been viewed as having something important to do with the expression and communication of human values. Therefore, if what is wrong with our society is the scheme of values to which we subscribe, then humanistic studies should be the educational fulcrum to bring about social change. The methods of inquiry used in humanistic studies are less subject to codification than those to be found in the factual sciences. Because of this it is easy to manipulate the humanities in the interests of fulfilling political objectives. Institutions of higher learning may find it difficult to stand their ground since many academics sympathize with the political goals of relevance ideologists and cannot bring themselves to reject the educational demands they bring to higher education out of the fear that by rejecting them they will be thought of as having repudiated the political goals. It would seem that there are no changes that can satisfy what is demanded by the relevance ideologists and at the same time preserve the intellectual inquiry of humanistic studies.

18. McCarty, Donald J. Myths and reality in school board research. Paper presented at the annual conference of the American Educational Research Association--Chicago, February 17, 1966. 16p. ED 010 711 MF $0.25 HC $0.90.

Research to test a model which correlates the types of school leadership and the community power structure with the system of education is presented. Interviewers gathered data from 23 boards of education in New York. Three professional judges independently classified each board according to the following three-part model: (1) The community power structure was either dominated (elite), factional, pluralistic, or inert; (2) the school boards were either dominated, factional, status congruent, or sanctioning; and (3) the role of the superintendent was either servant, political manipulator, professional adviser, or decision maker. The data show that a board of education exhibits the same type of power structure as its community, and the superintendent's role is a direct function of both. A dominated community structure results in a dominated board which causes the superintendent to assume the role of servant. This model is helpful in analyzing the following causations in the decision-making process: (1) Dominated boards turn to one member for decisions, (2) factional boards depend upon the majority for decisions, (3) status congruent boards depend upon extensive discussion, and (4) sanctioning boards depend upon the recommendation of the superintendent. An interviewer report of one of the 23 boards of education studied is appended.

19. McCarty, Donald J., and Ramsey, Charles E. A study of community factors related to the turnover of superintendents--community power, school board structure, and the role of the chief school administrator. Ithaca: Cornell University, May 1967. 190p. ED 014 130 MF $0.75 HC $9.60.

A conceptual model for studying the operation of social power in school systems was developed on the assumption that a school system must be understood in terms of its supporting environment. Twelve directional hypotheses were tested to determine correlations between four types of community power structures (dominated, factional, pluralistic, and inert), four kinds of school boards (dominated, factional, status congruent, and sanctioning), and four kinds of superintendent's roles (functionary, political strategist, professional advisor, and decisionmaker). Findings generally supported the study's major theses of a positive correlation between similar types of communities and school boards and a diverse set of relationships between kinds of superintendent's roles, when correlated with types of communities and school boards. Data for Chi square analysis were obtained by means of focused interviews and tape recorded research conducted in 51 communities in the northeast and midwest representing 11 large urban communities (above 25,000 population), 14 small urban (25,000-24,999), 10 suburban, and 16 rural (under 25,000). Two specific recommendations were formulated from the study to reduce the school superintendent's vulnerability to short term demands: (1) The school superintendent should be given at least a 3-year contract renewable annually, and (2) State departments of education should assume responsibility for the management of schools at the local level.

20. McConnell, T. R. The university and the State--a comparative study. Paper presented for the conference on "Campus and Capitol"--Berkeley, July 14, 1966. 38p. ED 011 342 MF $0.25 HC $2.00.

The political influences imposed on both public and private institutions of higher education in the United States were discussed. From personal experience, the author concluded that both types of institutions are subject to pressure from powerful, often subtle, external forces, although the form and origin of encroachment might differ. Some of the ways pressures are exerted were described, and a number of suggestions were made (1) for changes in the selection of members of the governing boards of colleges, (2) for reduction of controls exercised over the public funds appropriated for university operation, (3) for determination, by college, of the social needs it will choose to fill, and (4) for cooperation among institutions within a State in interrelated educational networks. Problems

of planning, coordination, governmental influence, and public accountability that have developed in the higher education of both Great Britain and Canada were also presented.

21. Medsker, Leland L., and Tillery, Harry Dale. Power and authority--emerging trends and aspirations, proceedings of the Stanford-Berkeley seminar for junior college presidents. California: Stanford University, June 21, 1964. 67p. ED 014 272 MF $0.50 HC $3.45.

    Five papers are reproduced in this report. Dr. Donald D. Jackson discussed the changing power structure in modern societies, as preparation for the examination of trends relevant to crucial aspects of the college community. Gordon W. Blackwell described the formal power structure, the informal power structure, and areas of tension in State institutions of higher learning. Reasons for studying community power received the primary emphasis in Martha Derthick's presentation, which also concerned methods of conducting such studies. Burton Clark discussed internal forces in the college community, with particular reference to the role of faculties. Joseph D. Lohman related the college to the aspirations and realities of youth as they affect various aspects of power and authority.

22. Meranto, Philip J. Metropolitanism and Federal aid to education--the passage and impact of the 1965 Aid to Education Act. New York: Research Institute, Syracuse University, 1967. 244p. ED 010 799 MF $1.00 HC $12.30.

    The investigator identified and analyzed factors which contributed to the passage of the Elementary and Secondary Education Act of 1965, using an input-output systems model to organize relevant factors into meaningful patterns. Inputs were phenomena, both physical and social, occurring outside the boundaries of a political system, as a redistribution of population, an inflation in the economy, or a shift in cultural values. Environmental conditions shape the inputs which cross the boundary into a political system where they are converted by the legislature into outputs. The primary task was to indicate which factors impinging on the National Legislature and within the legislative system had undergone sufficient change prior to and during 1965 to produce the new output, the Education Act of 1965. The most fundamental finding which emerged from this endeavor was that the final passage of the school aid bill could not be explained by a single major change at the exclusion of others. Although no hierarchy of factors was achievable, the major changes were discussed in some detail as inextricably interrelated factors which resulted in this land mark legislation.

23. Minar, David W., and others. The developing relationship between elementary-secondary and higher education in American States. Paper presented at the annual meeting of the American Educational Research Association--Los Angeles, California, February 8, 1969. 16p. ED 028 508 MF $0.25 HC $0.90.

A study of the political relationships between elementary-secondary and higher education in 12 large States reveals that while at present there is little conflict between the two levels, there is also little cooperation. Several social forces are causing increasing attention to be focused on the division between the two levels. Factors lying behind the growing conflict between the two levels include (1) a breakdown of the traditional forces of educational politics at the elementary-secondary level caused by disunity of teachers and administrators, and (2) the increasing cohesion and political power of higher education. Differing kinds of educational structures in the States are closely related to the operation of political forces between the levels. Financing education, especially the competition for State funds, is the most critical problem that will affect interlevel relations of the future. Another potential problem area is the control and orientation of education in the 13th and 14th grades along with control over vocational-technical education. In conclusion, the relationship between elementary-secondary and higher education verges on open conflict while policy makers seldom recognize the relationship as one worthy of attention.

24. Minter, W. John (Ed.). Campus and capitol: Higher education and the State. Berkeley: Center for Research and Development in Higher Education, University of California, November 1966. 194p. ED 025 009 MF $0.75 HC $9.80.

Seven papers and an extensive annotated bibliography deal with the relationship of State and Federal government to higher education. The authors and titles of the papers are (1) Samuel B. Gould, "The University and State Government: Fears and Realities," (2) Daniel G. Aldrich, Jr., "Maintaining Institutional Identity and Autonomy in Coordinated Systems," (3) Lyman A. Glenny, "Politics and Current Patterns in Coordinating Higher Education," (4) John F. Morse, "The Federal Government and Higher Education: Old Answers Breed New Questions," (5) Charles S. Benson, "The Effects of Federal Support on Allocation of Campus Resources," (6) Fred Harvey Harrington, "The Compact for Education," and (7) T. R. McConnell, "The University and the State--A Comparative Study."

25. Monypenny, Phillip. The Student as a student. Paper presented at conference on "Legal Aspects of Student-Institutional Relationships," College of Law, University of Denver, 1968. 14p. ED 026 007 Not available from EDRS. (Available from University of Denver College of Law, 200 West 14th Avenue, Denver, Colorado 80204, $2.50.)

There are a variety of approaches to the limitation of discretion: In loco parentis, constitutional, contact, and trust for fiduciary theories. What has made these principles so far a matter of logical assertion rather than of law is that the courts have chosen not to review a college's use of discretionary authority regarding its students. Only final judgments that appear arbitrary are likely to be overturned by the courts. The application of constitutional limitations to student rights rests generally on the tenability of the public-private distinction. The extent to which private institutions may ignore the standards of the fourteenth amendment is unsure and although decided cases favor the virtually unrestricted freedom of private institutions, private power that requires a waiver of constitutional rights may be unlawful. The courts' new activism in civil liberties cases may forecast more aggressive moves into higher education. There are sound educational reasons for institutions themselves to insure that justice is not only done but seen to be done. Whatever the legal restraints, colleges should examine the rights and privileges of students for their own sakes. Although most discussion of legal restraints has concerned "power," in understanding or prescribing for the academic institution the important question is one of "authority." If decisions are approached with the understanding that may share in the pattern of authority, then the function of a cautionary statement of legal limits is clear.

26. Pellegrin, Roland J. Community power structure and educational decision-making in the local community. Eugene: University of Oregon, 1965. 17p. ED 010 218 MF $0.25 HC $0.95

The minority of people who occupy the top leadership level in community activities are discussed. Various concepts of the community power structure are reviewed, and some research findings are reported on a comparative study conducted on the power structures of three communities. Four activity areas were studied for each community--economic affairs, government, public education, and public recreation. Descriptions of the power structures of each community are presented.

27. Peoples, John A., Jr. Critical Issues and Leadership. Paper presented at conference of the American Association of State Colleges and Universities--Washington, D.C., November 11, 1968. 7p. ED 024 337 MF $0.25 HC $0.45.

The lack of administrative power causes concern today when the outstanding issues in higher education are concerned with questions of student, faculty, or other kinds of power. The position that leadership takes in resolving these issues determines whether they become more or less explosive. There is no guaranteed formula for solving the complex problems stemming from new campus activism; the route to one solution can aggravate other problems. But an educational leader should not hesitate to act if his judgment dictates that passivity would not lead to eventual achievement of institutional goals. He should be a catalyst in guiding all vital issues at any of their critical stages into constructive channels.

28. Peterson, Richard E. Reform in higher education--goals of the right and of the left. Paper presented at the 55th annual meeting of the Association of American Colleges--Pittsburgh, Pennsylvania, January 15, 1969. Washington, D. C.: Association of American Colleges. 16p. ED 026 016 MF $0.25 HC $0.90.

In the late 1960's, especially after the 1964 Berkeley movement, numerous power blocks joined in the struggle for control of U.S. universities. The range of demands on the higher education system serve to separate the competing groups into four general categories. The Anarchist Left, or radicals, comprises about five percent of the total college student population. The highly intelligent students demand a voice in determining policy and course content, and seek to replace the present university with a new institution characterized by academic and personal freedom. Some segments of the Reformist Left, or liberals, include black and white reformist-minded students and faculty. Student activists in this group press for limited reforms in academic, nonacademic, and governmental matters, frequently in an abrasive way, and faculty demands involve higher salaries and better working conditions. The Nostalgic Right is composed of older professors and alumni who oppose any functional changes or innovative programs, and make demands only when their institution veers away from the "status quo." They maintain that teaching and scholarly research are proper university functions. The Upright Right, or far-right group, are citizens from off campus who consider themselves to be morally strong and righteous, and advocate the preservation of law and order as well as the protection of everyone's "public decency." Their demands are essentially counterdemands.

29. Rogers, David. 110 Livingston street: Politics and bureaucracy in the New York City Schools. ED 029 061 Not available from EDRS. (Available from Random House, Inc., New York, New York 10022, 584p., for $8.95.)

Examined is the educational bureaucracy in New York City and its relation to other city institutions, civic groups, teachers, and administrators. The book contains chapters on the failure of desegregation, demographic and housing patterns, the neighborhood school movement, civil rights organizations, white liberals, and the moderates. Also included are sections dealing with the Board of Education, its top decision makers and its crisis management as well as its bureaucracy. Other chapters discuss community relations, the Board of Education and New York City government, and alternative reform strategies and public education systems.

30. Rozzell, Forrest. The politics of education: To lobby or not to lobby. Paper presented to the annual meeting of the American Association of School Administrators--Atlantic City, New Jersey, February 17-21, 1968. 10p. ED 021 342 MF $0.25 HC $0.60.

Interest groups in contemporary American society achieve their goals in proportion to the amount of power they are able to exert. Therefore, school administrators should exercise their authority and political power as effective lobbyists to influence legislative decisions on both State and Federal levels for the achievement of educational objectives. The school administrator needs to recognize this aspect of his total responsibility, providing legislators with facts and arguments upon which sound legislative decisions can be made and marshalling the widest possible public support for what he has presented.

31. Wayson, W. W. Political concepts and the development of educational administrators. Paper presented to a conference on Designs for Incorporating Concepts from Social Sciences into Preparatory Programs for Educational Administrators, sponsored by the University Council for Educational Administration--Columbus, Ohio, March 12-14, 1967. 18p. ED 012 957 MF $0.25 HC $0.72.

A conceptual framework is described for developing a university course which combines political science and educational administration. It proposes that the school system, as all social systems, has means of making authoritative decisions governing the behavior of system members. David Easton's input-output model is cited as useful in studying the political activity of various subsystems in the greater social system. Within this model, the school system can be viewed as a system located within a particular two-dimensional environment: (1) The intrasocietal environment (the environment for which political decisions are made), and (2) the extrasocietal environment (the greater society). In these terms, the school system engages in a number of exchanges with its environment which include inputs from the environment and outputs from the system. Within this framework, Syracuse University developed a course which permitted focus upon behavior, processes, strategies, and interaction. This allowed investigation into three new

perspectives in the school system: (1) The systems view of policy development, (2) the nature of political behavior, and (3) the dynamics of institutional roles in the political process. Course objectives recognize that educators have a duty to engage in political activity for fulfilling educationally productive ends and to involve themselves in the determination of educational policy and the resolution of issues related to education.

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